



THE
ADEYFIELD ACADEMY

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Achievement & Resilience Centre Policy

(Alternative Curriculum & Learning Pathways)

Date: July 2024
Review Date: July 2025
Co-ordinator: Ms J Day

Signed by..... Dawn Mason (Principal)

Signed by..... Kim Bristow (Chair of Governors)

Contents

1.	3
2.	3
3.	3
4.	4
5.	5
6.	6
7.	6
8.	7
9.	8
10.	8
11.	8
12.	8
13.	9
14.	9
Appendix.....	10

1. Statement of Intent

The Adeyfield Academy recognises the need to ensure that our curriculums are inclusive and accessible, providing opportunities for all students to succeed; furthermore, we recognise the need to offer other provisions to some students that allow them to achieve their potential outside of what is accessible within the mainstream school setting.

An alternative curriculum is an educational provision for students who are unable to access suitable mainstream education for a variety of reasons. It aims to ensure the continued education of students in the academy in a supportive and nurturing environment. The academy strives to reintegrate all students back into mainstream education wherever possible. There are a range of reasons why students may access an alternative curriculum or require a different learning pathway; those at risk of/received a fixed term suspension, medical conditions, students with SEND, and difficulty in accessing or managing full time mainstream education.

“Every child deserves an excellent education and the chance to fulfil their potential whatever their background and needs. Children in alternative provision deserve these opportunities too.” (Creating opportunity for all, DfE, 2018).

This policy outlines the key aspects of an alternative curriculum at The Adeyfield Academy, including the reasons for which a student may be directed to access the provision, the referral process and the methods for reintegrating students back into the academy.

2. Objectives

The objectives of the Alternative Curriculum Policy are:

- To outline the reasons why students might be offered an alternative curriculum;
- To ensure that the provision is offered to suitable students in a consistent way;
- To provide guidance on the referral process;
- To ensure suitable procedures are in place relating to attendance and the safeguarding of students;
- To outline the monitoring of students’ progress, behaviour and welfare;
- To guide staff and support staff with the identification, support and monitoring of students accessing the provision.
- To clearly state the process for monitoring and evaluating the impact of the alternative provision.

3. Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- *Education and Inspections Act 2006*
- *Data Protection Act 2018*
- *The General Data Protection Regulation*
- *Education Act 2002*
- *DfE (2013) ‘Alternative Provision’*
- *DfE (2023) ‘Exclusion from maintained schools, academies and student referral units in England’*
- *DfE (2023) ‘Keeping children safe in education’*
- *DfE (2018) ‘Mental health and behaviour in schools’*

- *EFF (2024) Alternative provision Guidance*

This policy operates in conjunction with the following academy policies:

- Behaviour Policy
- Equity and Equality Policy
- Attendance Policy
- Curriculum and Marking Policies
- Child Protection and Safeguarding Policy
- E-safety Policy
- Health and Safety Policy/Medical needs policy
- SEND Policy
- Uniform Policy
- Anti-Bullying Policy

4. Purpose of an Alternative Curriculum

The Adeyfield Academy recognises that all students are individuals with different strengths and weaknesses, and that mainstream curriculum/education is not suitable for everyone.

This provision focuses on ensuring that students continue to receive a high-quality education whilst their needs are being addressed/met in order to support students' wider development.

The academy may arrange an alternative curriculum for students for several reasons including, but not limited to, the following:

- To encourage the inclusion in education of students who have had one or more fixed-period exclusions, or who are at risk of permanent exclusion;
- To ensure students are offered a variety of alternative curriculum provisions as a way of supporting their wider development, and equip them with skills and experience that will benefit them later in life;
- To further personalise the curriculum for some students, where there is a need;
- To meet the needs of students who struggle to meet the academic and social demands of mainstream education expectations;
- To meet the needs of students who because of illness or other reasons, including social, emotional and mental health (SEMH) needs, would not receive suitable education;
- To enable students to obtain additional/alternative qualifications

Once directed to an alternative curriculum, the length of time a student spends there will be dependent on what best supports their needs and this will be regularly monitored.

Directing a student to an alternative curriculum can benefit them in different ways depending on their individual circumstances, including the following:

- Students can access a variety of educational options.
- Students are given a greater degree of flexibility in what and how they learn, which can increase motivation;
- Students are given a level of independence and are encouraged to take responsibility for themselves;

The curriculum provision offered will;

- Have a clear purpose with a focus on education and achievement as well as meeting the students needs.
- Offer appropriate and challenging teaching in English, mathematics and science (including IT & RE) on par with mainstream education - unless this is being provided elsewhere within a package of provision; (e.g. ESMA; Educational Service for Medical Absence)
- Offer additional mainstream curriculum teaching (e.g. History, Geography & PE)
- Be suited to the student’s capabilities; give students the opportunity to take appropriate qualifications and involve suitably qualified staff who can help students make excellent progress;
- Have good arrangements for working with other relevant services such as social care, education psychology, child and adolescent mental health services, Services for Young People etc.

5. The Adeyfield Academy alternative education and pathway offer

Our alternative curriculums offer, aims to support young people in accessing a modified mainstream curriculum at The Adeyfield Academy. This is an on site provision which may include external providers/visits or alternative pathways to meet need and ensure the best possible outcomes for all students. This is an on site provision based in our **Achievement & Resilience Centre**.

Key Stage 3 Curriculum

English & Literacy	AQA Awards Gg, Hi, IT, RE	Mentoring
Science & STEM	CREST Awards	PSHCE
Maths & Numeracy	Language	Life Skills

Referral process

12 Week Cycle

Reintegration

Key Stage 4 Curriculum

ASDAN CoPE	English
ASDAN AoPE	Maths
Princes’ Trust L2	Science
Mentoring/Social, Emotional and Mental Health Support	

Option B, C or D
Withdrawal

Additional provision available

Vertical tutor group	SEMH intervention	Inclusion Centre	Return to Learn
Social, Emotional and Mental Health/Attendance support	1 x daily session	Short term/small group provision	Short term Behaviour for learning support
Referral process	6 week cycle	Reintegration	

6. Identified staff

Principal:	Miss D Mason	
Senior Leadership Lead:	Miss C Rose	Assistant Principal/Attendance Lead
Designated Safeguarding Lead:	Miss I Walbank	Vice Principal
SENCO:	Ms J Day	Associate Assistant Principal/Mental Health Lead/DDSL
Mental Health Lead	Miss A Piper	MH & Wellbeing Lead
Behaviour Outreach Officer	Mr M Williams	Behaviour Lead for ARC

7. Roles and Responsibilities

The principal will be responsible for:

- Taking overall responsibility for the academy's use of the alternative curriculum and the implementation of this policy.
- Reporting on the effectiveness of the implementation of this policy to the governing board.
- Ensuring that budgets for alternative provision are established in due time, approved by the governing board and managed effectively.

The SLT will be responsible for:

- Identifying students for whom alternative curriculums may be appropriate.
- Supporting members of staff with the monitoring and support of alternative curriculum provision.
- Continually assessing the quality and suitability of providers of alternative education.
- Giving alternative provision providers/all staff details of a student's SEND, where appropriate.

The alternative provision/ lead will be responsible for:

- Liaising with the relevant members of staff, e.g. the DSL and SENCO, to ensure that the appropriate measures are in place to support students in alternative provision.
- Alongside SENCO, notify parents when their child has been directed to alternative provision.
- Undertake visits to any alternative provision providers, as requested by the SLT, to review the progress of relevant students.

- Deciding on an appropriate course of action, in conjunction with the SLT and Pastoral Support, if informed of any serious behavioural incidents involving students.
- Tracking student attendance/progress/behaviour and ensure parents/carers are regularly updated.

The DSL will be responsible for:

- Ensuring that any alternative education providers used by the academy are registered or approved, and that they have the relevant policies in place to cover safeguarding, child protection, and health and safety.
- Ensuring that all adults at the provision are cleared to work with students, e.g. they have the relevant DBS checks.
- Ensuring that all alternative providers/staff receive and adhere to the academy's Child Protection and Safeguarding Policy.

The SENCO/designated mental health lead will be responsible for:

- Assisting in the identification of students with SEND/SEMH needs and developing appropriate support plans for these students, in line with the academy's SEND/Social, Emotional and Mental Health Policy.
- Assisting in the development of reintegration plans for students with SEND.

The attendance lead/Head of Year will be responsible for:

- Monitoring the attendance of students who have been referred to alternative curriculum.
- Providing attendance updates to key stakeholders.

The Behaviour Outreach officer will be responsible for:

- Mentoring students
- Primary parental liaison
- Planning additional opportunities to maximise student wellbeing and success.

8. Commissioning of outside providers/services

The academy also has access to a range of alternative providers and services for students/parents/carers and families; in conjunction with Hertfordshire's local offer and directory which can be accessed here:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

The Adeyfield Academy will maintain on-going contact with the provider/student & families and carers, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

If applicable The Adeyfield Academy will maintain a full record of all placements made, including student's progress, achievements and destination following the placement if applicable. This should also include the student's own assessment of their placement.

9. Identification/Referral process (see appendix A)

The Alternative Curriculum lead will work in conjunction with key staff to identify those students which may be suitable for these pathways. Parents/carers will be fully involved in the process and for the duration of provision offered. Individual identification may be through;

- Reintegration meetings
- Monitoring of internal assessment/data
- Meetings with key stakeholders/external services
- Suspension/behaviour data and tracking

Once The Adeyfield Academy has taken the decision to direct a student to an alternative curriculum, an initial referral will be completed. The student and their parents/carers will then be called for a meeting with identified staff.

At the meeting, the Alternative Curriculum Lead will clearly explain to the student and parents/carers the provision offered & reasons for directing the student to this identified pathway of learning.

An agreement will be made/signed between the academy, student and the parent/carer with regards to timescales/expectations and outcomes.

Responsibilities for supporting the student and timescales for reviewing the alternative curriculum agreement will be made during the initial meeting.

Where parents refuse to accept the offer of an alternative curriculum or learning pathway, this will be documented.

10. Reintegration

Where it is considered appropriate for a student to return to mainstream education, the academy and the parent/carers will work together to develop a reintegration plan.

Feedback will be collated to include student voice on the success of the provision. Students that are reintegrated back into the mainstream school will continually be supported in line with their specific needs. This will consist of an individualised reintegration plan with set targets and a reporting system to maximise success and gather valuable feedback.

11. Recording and Monitoring attendance

Each student attending an alternative curriculum will remain on school roll and the academy retains the ultimate duty of care for students. Coding will be in line with The Adeyfield Academy's attendance policy and all sessions when a student is not expected to physically present in school should be marked appropriately using the DfE registration code (e.g. trip/visit etc)

12. Quality Assurance and Evaluating the Impact of the Provision

The responsibility for quality assurance and evaluation of all pathways within the alternative curriculum offer sits within the framework of The Adeyfield Academy. This will include:

- Quality of teaching
- Academic progress, ensuring targets/subject specific curriculum models are suitably challenging
- Accreditation (where appropriate)
- Safeguarding and health and safety
- Personal development and well-being
- Students' views
- Employability and skills for life – progression to post-16 destinations
- The role of governors - understanding the progress made by students who attend the alternative pathways so they can ensure decisions about value for money are well informed

13. Monitoring and Review

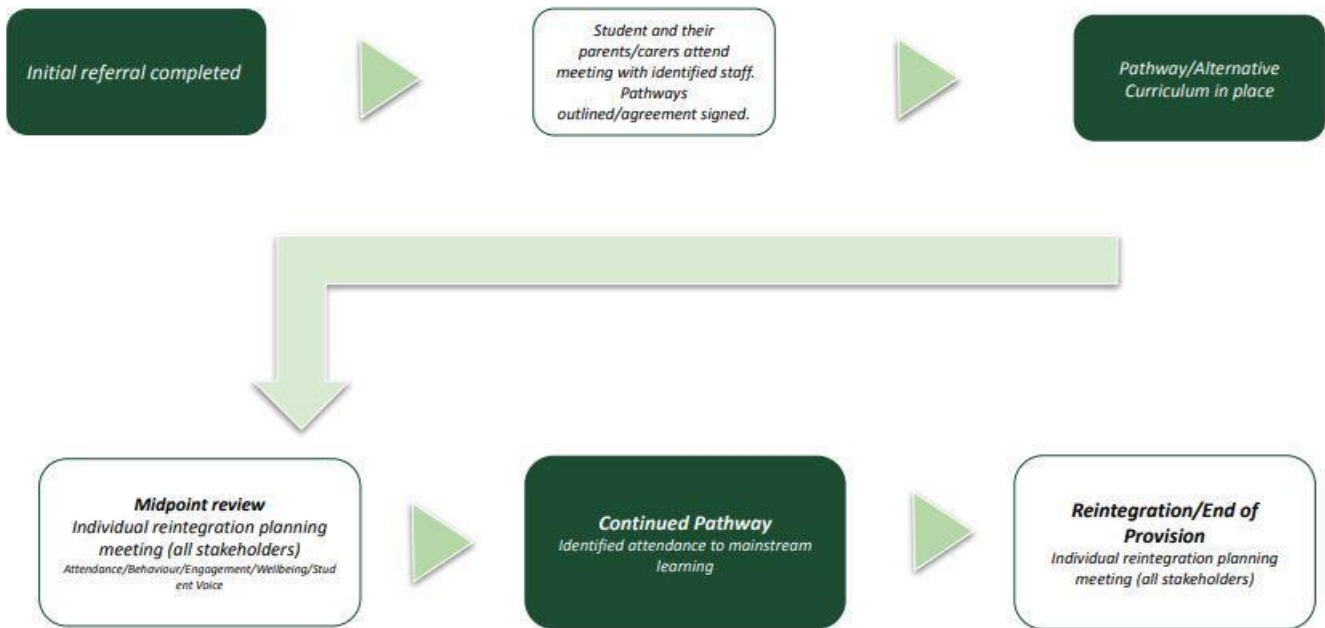
This policy will be reviewed by the policy lead and governing board on an annual basis.

Any changes to this policy will be communicated to all members of staff.

14. Complaints

<https://www.adeyfieldschool.org/attachments/download.asp?file=2088>

Appendix



ARC Pathway 2024-25



Students can be referred by HOYS/SLT, which will be reviewed by the ARC Team. Additionally, internal data (behaviour points, R2L recidivists, suspension data, SEND needs and attendance etc) will be analysed and used to determine who would benefit from this intervention.

The ARC Team will arrange an onboarding meeting with the parent/carer and student to discuss the intervention and how it works. They will talk through why the student has been identified and the intended outcomes for the intervention to be deemed a success.

The ARC intervention cycle is always from the start of the academic term. Onboarding will have already taken place and students will have been into the block to acclimatise themselves. There will also be an induction on the first morning for 2 hours to support students.

Communication with families will be weekly at a minimum so transparency around progress will be evident. There will also be a midpoint review with a meeting between the family, student and ARC team to reflect on progress and plan how they will move forwards.

The student will continue on the pathway with any adaptations as discussed in the midpoint review meeting. There will also be some academic testing after the half term to support the reintegration back into mainstream classrooms and a wider variety of teachers.

A gradual process starting with a RAGGED timetable determining which lessons the student will start to reintegrate into. Students will be provided with a report for the lessons to give clear targets and outcomes. Progress will be monitored and reintegration will increase dependent upon success.

All students will be awesome! have completed the intervention by the end of the term. However, some students may finish earlier than that following very successful reintegration into all lessons. This process will be bespoke and dependent upon the success of the programme and rate of student progress.